DOCUMENT RESUME

ED 153 069 CE 015 814

AUTHOR Cohen, Barbara S.
TITLE Career Development in Industry. A Study of Selected Programs and Recommendations for Program Planning.
INSTITUTION Educational Testing Service, Princeton, N.J.
PUB DATE Dec 77
NOTE 89p.

EDRS PRICE MF-$0.83 Plus Postage. EC Not Available from EDRS.
DESCRIPTORS *Career Planning; Human Resources; Industrial Relations; *Industry; Management Systems; Manpower Utilization; Occupational Guidance; Organizational Development; Personnel Management; Program Descriptions; *Program Development; *Program Planning; *Vocational Development

ABSTRACT

A study was conducted to see what specific programs have been developed for employee career planning and development in order to help organizations interested in establishing career development programs learn what other organizations are doing, what types of programs are in effect and how they are managed. The study was based upon information derived from interviews, the literature, and questionnaires sent to twenty-seven corporations. Summaries of the information derived from the data collected is presented according to an alphabetical listing of the corporations, among them AT&T, General Electric, IBM, Lawrence Livermore Laboratory, 3M Corporation, Naval Weapons Center, and Union Carbide Corporation. It was concluded that (1) there are few organized and centralized career development programs in effect; (2) many companies are currently in the process of developing such programs; (3) there is much to be done if the goals of the organization and the individual are to be meshed and obtained; and (4) skills banks and job postings should be tied in with career development to develop skills needed by certain employees in terms of development for manpower requirements. Extensive recommendations are made on the basis of the study, and implications of coordinated human resources development programs are discussed. (Appendixes contain other programs of interest and the questionnaire used in the study.) (TA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153069

Career Development In Industry
A Study of Selected Programs
and
Recommendations for Program Planning

By Barbara S. Cohen
Educational Testing Service
Princeton, New Jersey

December 1977

— OE 015 814 —

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Educational Testing Service
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Copyright © 1977 by Educational Testing Service, all rights reserved.

Career Development in Industry

A Study of Selected Programs

and

Recommendations for Program Planning

by

Barbara S. Cohen

TABLE OF CONTENTS

	Page
CHAPTER I - Introduction	1
Purpose of the Study	2
Definitions	4
Limitations	5
CHAPTER II - Survey of Literature	7
Review of the Literature	7
Time Limits of Survey	7
Most Helpful Studies or Reports	7
Some Theoretical Perspectives on Career Development	7
Careers in Organizations	9
Adult Development and Learning	10
Programs for Adults	11
The Worker and the Job - Coping with Change	11
"How to Improve the Performance and Productivity of the Knowledge Worker"	12
CHAPTER III - Procedures	14
Methods of Data Collection	14
Treatment of the Data	14
CHAPTER IV - Presentation and Analysis of Findings	16
The Findings	16
AT&T	18
Citicorp	21
Eli Lilly Pharamaceutical Corporation	24

TABLE OF CONTENTS (continued)

Page

CHAPTER IV (continued)

General Electric. 25

General Motors Corporation. 27

Heublein Inc. 28

IBM 30

Inland Steel Company. 32

John Hancock Insurance Company. 33

Lawrence Livermore Laboratory 34

3M Corporation. 36

Merck Pharmaceuticals 38

Naval Weapons Center. 39

The Norton Company. 41

Nystrom Corporation 42

Ortho Diagnostics Inc. 43

Proctor and Gamble Corporation. 44

Sharon Steel Corporation. 45

Smith-Kline Corporation 47

Southern Railway System 48

Travelers Insurance Company 49

Union Carbide Corporation 50

Westinghouse Electric 53

Xerox 54

CHAPTER V - Conclusions, Recommendations, Implications 57

Conclusions 57

TABLE OF CONTENTS (continued)

Page

CHAPTER V (continued)

Recommendations 58

Implications. 64

REFERENCES 66

APPENDICES

APPENDIX A - OTHER PROGRAMS OF INTEREST

APPENDIX B - LIST OF CORPORATIONS RECEIVING THE QUESTIONNAIRE

APPENDIX C - COPY OF COVERING LETTER SENT WITH QUESTIONNAIRE

APPENDIX D - QUESTIONNAIRE

CHAPTER I

Introduction

In recent years interest has been growing and there has been an increasing volume of writings about the "quality of life." There has been an emphasis in research, in literature and in the popular media regarding personal satisfaction, self-actualization and the intrinsic rewards of one's occupational life.

Business and industry have felt the thrust of employees' needs for satisfying jobs, for recognition and for feelings of accomplishment. The business community has begun to recognize that is is the human factor which is its greatest asset. In most companies, the largest percentage of the annual budget is allocated to salaries and benefit packages. In order to operate efficiently, business must make optimal use of human capabilities. In terms of cost effectiveness, a satisfied employee is a more productive employee.

Since the attainment of an organizations' goals is dependent upon the work performance of its employees, organizations see the necessity for developing their most important resource--their employees. If the organization helps the individual achieve psychological success (Hall, 1977) the individual will be more committed to the organization. It is a cyclical process. To quote Frank Cary, Chairman of IBM "It is good business . . . the more satisfied your employees are, the better they'll perform" (Newsweek).

Purpose of the Study

One's occupation is a major factor in shaping his self-concept as well as setting one's living level and life style (Knox, 1977). Career choice is dependent upon many factors, such as personality characteristics, need for income, need for challenge, competence and abilities. There are also the needs to validate one's self-esteem and for social interaction. Career choice reflects personal preferences as well as available opportunities. In expressing a vocational preference, one puts into occupational terminology the type of person he is, for in entering an occupation, he seeks to implement a concept of himself (Super, 1963).

The success of one's choice and adjustment to the job chosen is reflected in job satisfaction and productivity. Job satisfaction is dependent upon the fit between job characteristics and individual interests, in addition to abilities and reasons for working (Quinn, Staines & McCullough, 1974). Personal factors and environmental factors influence the career pattern of adults.

Every job entails a unique set of demands, constraints, and critical tasks. The way a job is defined can influence the way it is performed; each occupation has its own incentives, rewards and public image. A realistic understanding of career development can enable people to understand the factors they can influence, the factors they cannot change and to undertake self-directed and educative activities to guide and enhance their careers.

The age of a worker and his career stage influence his response to the job and the organization. Employees have different career development needs at different stages of their working lives (Hall, 1976). In middle age

work satisfaction is associated with life style. One of the reasons for mid-career "crises" has been given as the discrepancy between aspiration and achievement. Younger workers stress interesting jobs, income and potential fame, older workers emphasize freedom from supervision and job security (Knox, 1977).

> Since 1967, nearly 50 percent of the businessmen surveyed have changed, or have considered changing, their occupational field--their line of work. Today, more than a third of all survey respondents envision another career for themselves from which many believe they might derive greater personal satisfaction and reward. Seventy percent of those respondents who say they are less than minimally satisfied with their present career expect to be searching for a way to make a career change in the foreseeable future (Tarnowieski, 1973).

Employees' needs change with time and organizations must be responsive to these changing needs. Traditionally, career development revolved around management development and was based upon manpower planning requirements. Development occurred through formalized training courses for executives. Corporate education has been an instrument for assessing the availability of a competent work force. Today there is a belief that work should provide a sense of individual growth, achievement, self-esteem and a sense of adequacy. The most significant factor contributing to personal career development is the work environment itself. Recognition is being given to the individual employee's need to grow and to develop a plan for his or her life--to clarify values and future goals.

Organizations, employees, psychologists, and sociologists are all interested in career planning, personal development and self-actualization of individuals. Although books, articles and research papers have been written on the subject, it has been difficult to determine what exactly is being done and by whom.

The purpose of this study was to see what specific programs have been developed for employee career planning and development. It was hoped that this paper would help organizations interested in establishing career development programs learn what other organizations are doing, what types of programs are in effect and how they are managed.

Definitions

Career is a succession of occupations in which a person engages during a lifetime.

Career development is a lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities and trying out plans (Tolbert, 1975).

Counseling is a systematic exploration of the self and/or environment to increase awareness of oneself and environmental realities so that decisions can be made on the basis of greater cognitive and affective understanding.

Guidance is a learning process by which an individual learns about himself and his world (Shertzer and Stone, 1971). It includes the help an individual needs and/or receives to determine what he wants to do, where he wants to go, and how he will get there.

Human resources development is seen as encompassing both organizational needs for manpower planning, and individual needs for learning, growth, satisfaction, and self-actualization.

Manpower planning is a process by which the need and availability of human resources within an organization are determined and personnel plans are made to fulfill future needs.

Vocational counseling is the process of helping an individual to understand the variety of influences in his life which have led him to his present work and study role. It should help him to re-evaluate his work role in light of his more mature, realistic appreciation of his potentialities against the opportunities now available to him in a demanding, complex society; and to derive maximum personal satisfaction from his efforts (Super, 1957).

Limitations

The study is limited by the size of the sample, by the time available to gather the information and by the construction of the questionnaire. It was not intended to be a statistical compilation of programs offered, nor does it break programs down according to numbers of employees, or by industry. It was intended to describe programs in effect to assist other corporations in establishing their own programs.

Time was the greatest limitation. The study was done in a four week period, therefore size of the sample, the formulation of the questionnaire and even the review of the literature, was restricted by the time available to assemble the information.

Another limitation was the construction of the questionnaire. The first question was "Does your company have a formal career development program?" The wording and the fact that Career Development was not defined, limited the responses. Several companies answered "No" to the question although the comments under remarks indicated programs for career counseling and employee development. In some cases, the response to the question was "No" but the literature indicated that there are career development programs

in operation. Again, perhaps the discrepancy was caused by the lack of agreement as to terminology and the terms used should have been defined.

The study does not include job training and development or specific education in industry. Seymour Lusterman at the Conference Board did a comprehensive study of Education in Industry which encompassed these topics. This study is geared to programs aimed at career development, and human resource development in terms of individual needs. The subject is examined in terms of the individual employee and his career goals and job satisfaction, rather than, manpower planning, education for education's sake or training for the current job.

Due to the variance of responses and the various methods used to collect the data, statistical data has not been tabulated. As mentioned before, this study was not intended to be analytical but rather a description of programs offered.

CHAPTER II

Survey of Literture

Review of the Literature

The purpose for the review was to gain insight into the current theories of adult development, and job and life satisfaction. It was also intended to explore the relationship between human resource development and career planning and to see what programs are offered by specific organizations.

The bibliography was derived from the card catalogues at the Princeton Public Library and the Brigham Library at Educational Testing Service. Other resource materials included The American Personnel and Guidance Journal, The Counseling Psychologist, The Training and Development Journal and other selected publications.

Time Limits of Survey

Most of the material chosen for review was written from 1972 to the present. This time interval was selected since the greatest interest in career growth and development in industry has evolved during this period.

Most Helpful Studies or Reports

1. Some Theoretical Perspectives on Career Development by Thomas A. Gutteridge.

This paper was given at the Symposium on Organizational Career Development at the Thirty-Sixth Annual Academy of Management Meeting in 1976. Dr Gutteridge raises some very interesting points such as the definition of

terms used in career development. He investigates the relationship between career development and manpower planning and analyzes the major elements of effective career development programs.

He defines career development in an institutional setting as a "systematic approach for guiding the entry and movement of human resources through the various layers of an organization." He sees career development as a joint relationship between individuals, their work environment and their job assignments. Career development is divided into two separate but definitely related activities--(1) Career planning which is defined as "the personal (individual) process of planning the routes along which one's career will follow including such decisions as occupational and organizational choice, selection of job assignment and work activities to be performed and programs for self-development"; (2) Career management which is "a process whereby employers endeavor to match individual interests and capabilities with organizational opportunities through a planned program . . . ."

What is most helpful about this paper is the stressed importance of the relationship between Manpower Planning and Career Development. In many organizations, they are treated as separate functions. Dr. Gutteridge goes on to present his ideas as to the components of an effective career development system, an important component being the commitment of senior management to support such a system. To be effective management at all levels must be involved.

Dr. Gutteridge concludes that what is "good for the individual is also good for the organization."

2. Careers in Organizations by Douglas T. Hall

This book examines career development and how it is affected by the organization for which one works. Mr. Hall explores the stages people go through as their careers develop, the factors that make for success and how organizations can help employees' careers develop effectively. Since an individual's feelings about his job are related to his self-esteem and feelings of satisfaction, the type of organization and its management philosophy have a direct bearing on employee satisfaction.

Career effectiveness is analyzed in relation to four criteria: identity, attitude, adaptability, and performance. Psychological success which is defined as a person's feelings of success rather than external measures of success, leads to increased self-esteem. The attainment of psychological success usually requires the following conditions:

(1) a challenging goal the individual sets for himself

(2) the determination of the means of attaining the goal to be set by the individual

(3) the importance of the goal to the individual's self-concept (the value he places on the goal)

(4) the attainment of the goal.

The achievement of psychological success requires challenging goals, effort, performance, self-esteem, satisfaction, and involvement. Organizations, through job development, organizational structure and personnel policies, can help employees achieve psychological success.

Job development within an organization could entail such activities as periodic job rotation to avoid narrow specialization and to provide stimulation to the employee. There would be frequent feedback on

performance with rewards for good performance. Managers would receive training in career development and receive rewards for developing their personnel.

Mr. Hall sees career planning services in organizations coordinated by special counselors, trained in testing and career planning, working within the organization. If necessary, however, outplacement services would be provided. He sees life-long job rotation and the legitimatization of downward transfers and fall-back positions as well as assessment and feedback to employees as strengthening the organization.

3. Adult Development and Learning by Alan Knox

This book was helpful in terms of understanding adult development. An understanding of adults and their development is vital for career counselors in industry. Maturity at one stage of life may not be considered maturity at another.

Mr. Knox discusses age, sex and class differences in discussing adult development in the family, the work environment and the community.

Through an understanding of the typical patterns of adult development, physical, mental and emotional, along with the societal facilitators and barriers one is likely to confront, many people can deal more effectively with their problems and opportunities.

Counselors can help adults gain a broader prospective about the changes that occur. In his chapter on Education, Work and Community Performance, he discusses the importance of one's occupation in establishing one's self-concept and one's level of living and prestige. Career development occurs throughout one's working life and can result in multiple careers. Understanding the maturing processes, and the performance skills

of younger and older employees as well as the effects of change, counselors can assist adults with their career development. This book should be read by personnel administrators so they can understand the major forces affecting adult lives and help employees gain a sense of personal direction.

4. Programs for Adults by Nancy Schlossberg

In this article, Nancy Schlossberg discusses the special need of adults who are unsure of what they want out of life and how and where to get help. Middle-age is a period of reassessment and many adults feel inadequate and alone in their feelings. Adults, who are outside the traditional educational system need help in defining their needs, wants, and feelings. According to the 1970 census figures, 44% of the United States population is between the ages of 25 and 65. The author states that we can say that one half of the population who may need and want educational and vocational counseling cannot easily obtain it.

Schlossberg recommends community-based guidance as a solution to the problem. A community-based guidance system would be independent of educational institutions and could be of real service to its clients. The interest exists and legislation has been enacted by the Office of Education for funding of Educational Opportunity Centers. Now a systematic plan on a national scale is needed.

5. The Worker and the Job - Coping with Change - Edited by Jerome Rosow

In this book, several authors present their views on the current state of work and help explain the background for the current thrust towards career development and job enrichment. It is seen that work is at the core of life but that workers expectations are changing. They want more from a job than salary or security. Younger workers want more satisfaction, dignity and status.

New cultural trends are changing work values and the work ethic. The attitude is away from postponement of self-gratification and towards the psychology of entitlement. Workers are more vocal and are demanding more satisfaction

The economic aspects of workers dissatisfaction such as increased absenteeism, less productivity and decline of product quality as well as future implications are discussed.

Daniel Yankelovich wrote a chapter in which he discusses the changing meaning of success. It is similar to Hall's psychological success and revolves around self-fulfillment, potential and respect. The importance of intrinsic factors rather than extrinsic factors in job satisfaction is discussed and the conclusion is reached that management must see ways to enrich jobs and make them more interesting and important. It is seen that people in challenging, complex jobs that permit self-direction show high self-esteem, less authoritarianism, more flexibility and willingness to accept change. The reverse is true for workers in boring jobs. Jobs can alter personalities and the pschic costs can be great.

6. "How to Improve the Performance and Productivity of the Knowledge Worker" by Donald B. Miller

In this article the author starts with the premise that "improvement in engineering productivity and improvement in the quality of working life for engineers are positively correlated." The study is based upon the author's work at IBM in San Jose, California.

The author presents four steps to improve the quality of working life: (1) raise the value and priority of continued learning, growth and personal vitality in the work environment, (2) provide a better growth environment

(probably involving redesign of organizations, change in management style, redefinition of tasks and changes in measurement and reward systems), (3) define professional productivity, (4) encourage engineers to increase their self understanding so that each individual can maximize both his contribution to the organizational goals and the satisfactions he derives from his job.

Mr. Miller describes the need for vitality in organizations and individuals which he defines as "the desire and the ability to perform effectively and vigorously in life and at work and to derive personal growth and satisfactions . . . ."

Professional productivity is difficult to measure. IBM has made a start and believes that at the core of the answer is a work environment where each individual can regularly match and rematch personal and organizational goals and have the challenge, freedom and support for personal growth.

The value and priority of continued learning and personal vitality has been raised. As a better growth environment is provided, people seem to take more control over decisions. Programs for improving management and employee discussions on career development have been initiated. This program was designed for engineers to prevent the decline of productivity resulting from change in technology but the ideas could work for many groups of professional workers.

CHAPTER III

Procedures

Methods of Data Collection

The study was based upon information derived from three sources

(1) Interviews

(2) The literature

(3) Questionnaires.

When the study was initiated the idea was to gather the data through personal interviews with Human Resource Managers in selected corporations. When the constraints of time and money became apparent, a questionnaire was devised and sent to 27 corporations selected mostly at random from the 1977 Directory of the American Society for Personnel Administration, Who's Who in ASPA.

The organizations that were selectively chosen for inclusion in this study were selected on the basis of their popular reputation in the area of human resource development including career planning and counseling. Companies which were reputed to be in the forefront in career development practices were either interviewed or sent questionnaires.

Additional information was obtained through the literature.

Treatment of the Data

After each interview, the information obtained was summarized and a brief report was written.

The questionnaires that were returned were reviewed and the information given was summarized. Some respondents included printed material about their company's programs. This information was included in the reports.

The reports on the data collected are presented in the findings.

CHAPTER IV

Presentation and Analysis of Findings

The Findings

This report attempted to describe some of the programs currently used by industry, banks and insurance companies in promoting human resource development. Programs are described, but not rated. A company interested in developing human resource programs must do a needs analysis taking into consideration the socioeconomic and educational levels of employees, the needs and requirements of employees and management for various programs, and of course, the budget.

Programs were found to vary from those geared to managerial levels and career development of outstanding managers, to those which offer programs for rank and file to work themselves into management. Programs varied from entry-level training for long term career-planning to preretirement workshops, geared to helping the long term employee adjust to retirement.

It was found that many of the corporations placed responsibility for career development of employees upon the manager. It was considered the supervisor's responsibility to provide the job experience, the challenge and the counseling necessary for an employee's career growth. It was believed, in these companies, that career development worked from the top down and that if managers were aware of their needs and had their career goals defined, they could help their subordinates. Training given to managers for this important responsibility varied greatly.

The term "counseling" was seen as including a wide gamut of assistance to employees and even companies that did not have a formal career development program indicated that counseling was available in an informal and unadvertised way.

It was apparent in the findings that "formal career development programs" were a fairly recent innovation in that those companies answering "Yes" to Question 1 on the questionnaire said the programs were in existence for three years or less. Interesting to note that one of the respondents who answered "No" to the question did state "Although we do not have a formal Career Development Planning program, the concept of career development is incorporated in many of our Company programs." Development encompasses all aspects of skills, attitudes, interests and abilities. Several other respondents who answered "No" indicated that they were in the process of developing a formal, organized career development program. Several companies were found to have a skills inventory system, job posting or both. However, these were not related to a career development program.

Summaries of the information derived follows according to an alphabetical listing of the corporations.

The appendices contain some information regarding special programs at some organizations that might be of interest to the reader.

AT&T

Human Resource Development at AT&T encompasses many types of programs geared to both human resource development and organizational development. The programs to be discussed evolve from the Corporate Headquarters in Basking Ridge, New Jersey. Subsidiary corporations have their own individual programs.

At AT&T, as in many corporations interviewed, there is no one centralized area for counseling. There are many people who offer counseling of various types but again no central source for referral. The people interviewed agreed on the need for a centralized system with professionally trained counselors and said they are working towards that goal.

The organization of the Human Resource Development areas encompasses, Personnel, Employment, Staffing, Training and Development and, Educational Counseling.

The Educational Counselors see the employee to approve tuition aid and professional development requests. It is the educational counselors who work with the employee to determine educational needs and goals. Although educational counselors do not have professional degrees in counseling, they have received training in counseling techniques and theories. The Educational Counselors are also the people who see the whole person, their needs and aspirations and can make appropriate referrals as necessary. This aspect of the Educational Counselor's work is not expounded but does exist.

An employee who is dissatisfied with his or her job or has job related problems can go to Up Grade and Transfer, a division of Personnel concerned with job changes or promotions. This group will

help an employee find another job but does not do counseling.

The Training and Development Department gives in-house courses for management and non-management employees. Courses range from Time Management to Effective Oral Presentations. There are secretarial seminars and seminars on technical subjects. These courses are run by in-house instructors and external consultants and have behavioral objectives. There are also programs leading to graduate degrees such as the Executive Master of Science degree and the part-time MBA program at Columbia University.

Organizational Development Consultants work with individual managers and groups. They investigate problems and work towards more effective interaction. They do developmental training and awareness and consciousness raising workshops. Personal growth and awareness training falls into the domain of this group.

The Medical Department has a professional psychologist on staff who works with employees with psychological, social or medical problems.

All departments have Affirmative Action Managers who help employees who register complaints. They intervene with management and act as employees advocates. They "counsel" but are not counselors.

The people who administer the benefits program advise people who are about to retire about benefits due them at retirement. There is also a social group of retired AT&T employees. However, there are no formal pre-retirement workshops to ease the adjustment to retirement.

The AT&T Assessment Center helps to select people to move up to management levels. Various testing measures are used to assess employees

with management potential. The employees so selected receive special management training and development.

The Corporate Library houses reference material such as college catalogues, information on the Bell system, the personnel manual and information on nontraditional education and independent study.

Audio visual tapes are used as part of the employee orientation program. Guest speakers discuss different divisions and departments within the organization. The orientation program also explains benefits, educational assistance, recreational events, vacations and other matters of interest.

AT&T also uses forms called Answer-Backs on which employees can raise questions. The Answer-Backs are kept confidential and questions are always answered. If a problem arises, it is answered confidentially and the employee has an opportunity to respond to the answer if it is not satisfactory.

AT&T is planning to develop a new model of career pathing and guidance. The many employee services could be more effective if there were professional "counselors" who could help the "whole" person with the wide gamut of his or her concerns.

Citicorp

Citicorp with approximately 45,000 employees has a strong, centralized Personnel Relations Department under the direction of a Senior Vice President. There are also Personnel Departments for each of the divisions of Citicorp which report to the Central Personnel Relations Vice President.

Citicorp has a Career Development Program for professional employees called the Official Placement and Transfer Service. The function of OPT is to match people who want new jobs with job openings within the organization. OPT serves as a mechanism for intergroup transfers.

The service is open to professional employees who have received a satisfactory performance appraisal within the past year and who have not used the service within the past six months. Supervisory approval is necessary before an employee may use the service. The program is run by the Executive Planning and Development Department of Personnel Relations.

If requested, counseling services, by a professional counselor are available. The counseling process takes an average of 15 hours and sessions are one to two hours in duration. The counseling helps the employee in the following areas:

(1) Self-Assessment (skills identification)

(2) How to market oneself (job market information, interviewing skills, resume writing)

(3) How to search for a new job

Counseling is usually done individually, although small group sessions may be held depending upon the material to be covered and the similarities of the counselees' needs.

After the counseling is completed, the candidate contacts the OPT personnel representative who presents the candidate to the OPT Committee. The Committee members represent the several divisions of Citicorp. The candidate presents his resume to the Committee who forwards it to the managers who have openings for which the candidate might qualify.

A separate Career Development Program exists for nonofficial (nonprofessional) staff members who have college degrees and desire career growth. This program offers assistance in career planning and includes workshops in self-awareness and skills assessment. At the end of the program, the participants have an opportunity to interview for management trainee and professional positions.

Outplacement Counseling is another Career Counseling service offered by Citicorp. This service is available to professional employees whose employment has been terminated. Career Counseling is offered and assistance is given in finding new jobs outside the corporation. Each terminated employee receives about 25 hours of counseling and help in preparing himself to interview for a new job.

Staff Advisory Services is a part of Citicorp that provides all types of information to employees. Information giving and referral services are available to all employees for many types of problems, ranging from where to go for legal advice to how to get theater tickets. Educational information about available opportunities, local colleges, how to obtain basic skills, and where to apply for certain courses is part of this service.

There is a tape library which contains tapes on a wide variety of subjects ranging from financial management to tennis. Employees may view tapes on any subject at their convenience.

Nonprofessional staff may participate in KDPT, the Nonprofessional Opportunity and Transfer System. Through this system, nonprofessional employees can change jobs or divisions. Counseling is not yet available for nonprofessionals but programs for this group are being considered.

Psychiatric counseling is available by a psychiatrist who is on a retainer by the bank. Referrals are made by the Medical Department.

Senior Manpower Planning Review is a program designed for the top 400 executives in Citicorp. Meetings are held semi-annually to discuss the performance and development needs of these individuals as well as current corporate manpower needs. Consideration is given to the need to broaden the experience or skills of particular individuals.

Eli Lilly Pharamaceutical Corporation

Eli Lilly has several career counseling programs with the goals of meaningful and effective growth for the individual.

(1) Systematic Career Development Program

Open to all pharmaceutical sales personnel. All sales persons receive a full battery of tests during a six month training period. The results are discussed individually with the employee and plans developed. After 11-13 months a developmental report is submitted by the individual and his supervisor and after 24 months the program is followed by a developmental assessment program.

(2) Elanco Personal Insight Into Career Strengths

This is a developmental assessment program which includes information about career opportunities within the corporation.

(3) Personnel Investment Program

This is a corporate program designed for the development and assessment of selected individuals. Its purpose is to provide systematic diversified experiences within the corporation for high potential persons.

(4) Individual Career or Educational Counseling

This is available to any employee who requests it according to his personal needs.

General Electric

General Electric is a large complex company with a number of career placement programs which vary widely. Throughout the corporation the objective has been not to work towards a single standardized approach to career planning, but rather to include career planning in many forms as part of everyday management practices.

The focus at General Electric is on "self-directed career planning." The individual is seen as actually initiating his learning and being responsible for it. The process of career planning at General Electric was conceptualized by Walter Storey and he developed Career Dimensions workbooks which have been used at GE and have been published for use by other organizations.

The workbooks help the individual face career and life questions, become aware of realistic choices and help him to act on choices and opportunities. The first workbook deals with Life Planning and the second deals with Career Planning. The process is voluntary and should take a minimum of 4-6 weeks. It must be done slowly to provide maximum self awareness to the employee.

Career Planning is introduced into several management education programs. GE is helping managers with their career development and helping them to provide career planning for their employees. The feeling is that it is important to handle the manager's career first, then he will not confuse his own interests with that of the employee. Managers who understand the process can do a better job with their employee's career planning.

GE has an annual manpower review process which includes discussion of performance, career interests, developmental needs and career direction projection. This is the only formal opportunity to discuss careers and is tied frequently more to performance appraisal than career development.

GE does not yet have a system whereby an employee can nominate himself for company-wide consideration. The corporation does not have a job posting system.

General Motors Corporation

General Motors started an organized Career Development Program within the past year. It is open to all employees, exempt and non-exempt, who choose to undertake it.

Internal and external programs are used to assess the skills, interests and abilities of the participants. Career development workshops are offered in such areas as career goal setting, personal interests and skills assessment.

The plan is implemented by the employee and his supervisor with administrative support offered by personnel. The supervisors provide job information, while formal counseling is provided by local agencies or educational institutions as needed.

A Career Development Guide is available which contains information on the types of work available in the Company, and gives advice as to how to establish career goals. Experienced line managers are available to discuss the work and jobs represented in their areas as well as the skills and experiences needed to follow certain career paths.

A Careers In Management Program is available to help employees determine if they have an interest in supervisory positions, and to prepare self-development plans.

The GM Appraisal Process provides the means by which salaried employees may express their career goals. The Careers in Management Program helps them develop action plans and take actions to improve their skills, knowledge and performances.

GM does not have a Job Posting system for salaried employees but does have a Skills Inventory.

Heublein Inc.

Heublein has had an organized Career Development Planning Program for exempt employees for three years.

The participants' skills, abilities and interests are analyzed by the individual's immediate supervisor and by the Division Human Resources representative. Personal career programs are developed through conversations between the employee and his supervisor, with a review at the next supervisory level. Career plans are followed up periodically.

The Career Development Program is part of Heublein's management system and the Human Resource Division is responsible for its development and ensuring its use.

Group workshops are offered in such areas as communications, financial management and preretirement.

Heublein has a Development Review Process for career development discussions between the supervisor and the employee. A list of procedures was developed as a guide for these discussions and to assure that this process is kept separate from the performance appraisal system. The employee and the supervisor fill out a Development Review form. The two forms are discussed and merged into one at a meeting between the employee and his supervisor. The form indicates job responsibilities as viewed by the employee and the supervisor, and sets objectives to be met for the coming year. Development needs are indicated and action plans are formulated. Part of the Development Review consists of a

Development Action Section which is filled out and returned to the Human Resources Manager. In this section, employee aspirations, individual development needs and corporate manpower needs are realistically integrated.

Heublein also has a job posting system at some of their locations and a computerized skills inventory.

IBM

IBM is committed to the concept of employee development. They are interested in the total person and have many programs geared to employee growth, development and satisfaction. Programs vary according to divisional office or location but the commitment is organizational policy.

Employee Development Planning is seen as a shared responsibility of the employee and his manager. Managers are responsible to aid employee development through discussions, planning, follow up and feedback. The discussions occur at least once a year and are designed to help the employee understand his interests, relate his interests to IBM's goals and to develop a realistic development plan. An employee development planning guide is given to the employee to complete (although its use is optional) as an aid in ensuing discussions. Personal career programs are developed and development needs assessed on the basis of these discussions.

Career development programs are not separately organized but are integrated into all human resources activities. IBM does not have career development counselors. Managers are responsible for career development planning with their subordinates and if necessary they are assisted by personnel specialists. Managers receive training in how to work effectively for individual employee development.

Workshops and seminars are offered in such areas as personal development, career/life planning, career management, and decision-making skills. A self-assessment workbook may also be used by the employee.

Pre-retirement workshops are also held but they are under the auspices of the Medical Department. Tuition aid benefits are also available for retirees.

Some divisions of IBM have a skills inventory. They do not have a job posting system but there is a system whereby an employee may request transfer and each request is evaluated.

Inland Steel Company

It is the policy of Inland Steel to assist and encourage each employee to develop his or her potential for advancement within the organization and to provide training programs where applicable. Each division and department of the company has a formalized procedure for an annual review of the progress and development of each exempt employee, including succession planning. Each officer and department head has an annual meeting with a top management committee to report on what is being done to develop the manpower necessary for future needs. Since 90% of employees in middle-upper management started their career with Inland Steel, individual development is considered along with manpower planning.

Efforts have been made to search out high potential individuals in non-exempt positions. These individuals are evaluated and assessed and if qualified, trained and developed for higher level positions. Employees may also nominate themselves for evaluation for upgrading.

John Hancock Insurance Company

Career counseling at John Hancock helps employees to interpret their needs and interests as expressed in various inventories and to assist them in setting goals and undertaking steps to achieve their goals.

Staff Career Counselors as well as department managers do the counseling. At present the program is in its early stages and is available only to employees requesting it. The results of counseling are for the employees' use only and are not available to the company personnel department.

Workshops are offered for presupervisory development, management development, and a wide variety of skills training. There is a job-posting system and a skills inventory.

Lawrence Livermore Laboratory

The Lawrence Livermore Laboratory designed a pilot career planning project to assist employees in evaluating themselves and the realism of their career activities and plans.

The approach is personalized with the emphasis on self-assessment as the basic step in career planning. The Career Planning Program centers around a series of workshops as follows:

(1) Personal Assessment (2 days)

Values clarification, Transactional Analysis, and interest testing are among the subjects covered. The objective is to provide participants with tools to assess themselves in order to gain data to make career/life choices.

(2) Defining Motivated Job Skills

An inventory is used to help participants discover patterns of accomplishments that were fulfilling to them. Employees see if their current job allows them to use their motivated skills. The explorations of other jobs or life situations is encouraged.

(3) Workshops in improving self-esteem, assertiveness-training and decision-making skills are also offered.

(4) Individual Counseling

In the individual counseling sessions participants are encouraged to define a specific goal and investigate it in terms of qualifications, training and commitment necessary to achieve the goal and the actual labor market demands for the specific job goal.

(5) Follow-up sessions (1/2 day)

These are held to share plans and receive feedback from the group.

(6) Evaluation

Preliminary evaluation of the program was most positive. Nearly 1/2 of the participants (total 124) felt they had resolved or identified their concerns. Some found their present job was satisfying. Others found that their problems were not job related.

3M Corporation

The 3M Corporation considers people as their most precious asset and believes that anything the company can do to make people more effective is in the interest of the employee and the company. Corporate policy is directed towards making jobs more satisfying and helping employees achieve their goals and objectives while contributing to corporate objectives. How the corporation can be more effective through and with people is considered and evaluated.

The philosophy at 3M is that training should be directly related to job results and that people should be helped to develop for future jobs. Therefore, training is realistic and results oriented. Employees are involved in decision making, and setting performance goals with the positive reinforcement of accomplishments. This approach has been shown to be profitable, in that for every dollar invested in this type of training, proven cost savings have more than doubled.

Management training is geared to getting people involved through organizational development programs and behavior modification. 3M tries to create jobs that challenge people, it tries to get people involved in decision making to fight boredom and apathy. The goal is to create jobs to stimulate people. It is recognized that challenging jobs with managers who are sympathetic and supportive but demanding in their expectations are important factors in job satisfaction.

Training programs are process oriented rather than classroom oriented. It is recognized that the most significant factor contributing to the development of people is the environment in which they work.

Career Development at 3M is seen as preparation for the acquisition of competence in a variety of skills. Career planning should stress human development, preparation of people for opportunities rather than a specific job. This is seen as a more realistic approach. The heart of job satisfaction according to Mr. L. W. Lehr, President of U.S. Operations for 3M, is participation and involvement, a share in decision making, more responsibility, authority and accountability. The heart of job satisfaction is the challenging job in which a person has a significant, decisive role in designing work which contributes to corporate objectives.

3M also has a Management Assessment program to identify career goals, developmental needs, and placement opportunities. Every "exempt" employee is to participate in the program during his third year of employment. For two days participants undergo tests, interviews, and exercises and are evaluated by professional psychologists and the personnel staff.

Each participant is interviewed personally for a feedback session. Specific suggestions for further development are made. Assessment information is used by management for development, guidance, or placement. The purpose of the program is to assist individuals in doing their own career planning and to offer a better fit between an employee's aptitudes and interests and the available career opportunities.

Merck Pharmaceuticals

Merck Pharmaceutical has a career counseling program that is open to all employees. Part of this program outlines various requirements for different jobs within the corporation. Merck also has a career pathing system which indicates the general kinds of training, experience, or education necessary for different career paths.

Naval Weapons Center

The Naval Weapons Center is a large research and development laboratory with approximately 5,200 employees located in China Lake, California.

They have an extensive career development program which grew out of a program of career counseling for newly hired scientists and engineers. Other employees requested career counseling and it became apparent that a great need existed.

Currently many types of programs are offered by the Naval Weapons Center.

(1) Career Expansion Workshops

These workshops are offered to homogeneous groups (clerical employees, blue collar employees and professional employees). Specialized career planning workshops are conducted for organizational units upon special request.

The workshops place great emphasis on motivation and making people aware of their motives. A battery of tests is administered and the workshop provides feedback on the tests, behavioral exercises and training in goal setting and planning. There is a follow-up session to allow participants to share their accomplishments and to replan as necessary.

(2) Leadership Assessment/Development Program

The purpose of these workshops is to obtain objective data on level of skills. The workshops are held off-site and use assessment center and career development techniques. They are geared to new and prospective first level supervisors. Mid-level managers are used as assessors.

(3) Career Expansion Leadership Assessment Workshop

This is an on-site offering to professional employees who are considering management as a career. It uses assessment feedback from peers and trainers who conduct the workshop.

(4) Upward Mobility Assessment/Development Program

This program is offered to provide career development opportunities to applicants for upward mobility positions.

(5) One-to-one career counseling is provided if necessary for a particular individual.

The program has helped employees initiate moves into jobs that are more appropriate for them. People who have been through the program help others continue to work through their career plans after the termination of the workshop.

Future programs are being planned which include career planning for New Professionals; Motivation Training for managers (to train managers how to do career counseling with their subordinates); Leadership Assessment for blue collar professionals (to help increase effectiveness of managerial skills for blue collar managers).

The Norton Company

The Norton Company in Worcester, Massachusetts has a program of peer counseling. In-plant counselors work with employees and act as a liaison with the personnel staff.

The peer counselor is appointed for a one year term and given special training. After the end of the one year period, the peer-counselor returns to his regular job, however, he now can serve as a good will envoy between the staff and the personnel department.

The system works well since the workers trust a co-worker who can empathize with him. The counselor understands the workers desires and the business' needs. There is an upward flow of information to foremen and managers about problems. The program also serves the peer counselors as a training ground for future supervisory jobs.

Nystrom Corporation

Counseling at Nystrom is conducted informally. Although not a structured system, individuals are encouraged to come in to talk over their concerns.

A career development fact sheet is included as part of a written performance evaluation. The supervisor goes over the sheet with the employee to discuss his career plans.

Supervisory training sessions are held to train supervisors in counseling for career development from the standpoint of the individual, the organization, and affirmative action.

Nystrom has a job posting system and a non-computerized skills inventory.

Ortho Diagnostics Inc.

Ortho Diagnostics Inc. has approximately 1,500 employees at 3 sites. Career Development programs are open to all employees who request them.

Self-awareness workshops are led by an outside consultant. The goal is to help the employees gain insight into themselves and participation is based upon a self-initiated request.

Internal personnel people work with employees to continue the process in helping employees determine their particular areas of interest. A Life Planning Workbook is also used.

Managers do individual counseling and receive training in counseling, skills, performance evaluation, and how to deal with problem employees.

An annual organizational Manpower Planning Conference is held to determine replacement needs for the next five year period. Developmental needs of key replacement people are examined. The Manpower Planning process is tied in with the Career Development process for these key people.

Ortho Diagnostic is planning preretirement workshops which will start next year. They will be run internally and will cover such subjects as compensation and benefits as well as other topics of interest to retirees.

Proctor and Gamble Corporation

Proctor and Gamble selects exempt entry level people based upon criteria which describe behaviorial characteristics of those who have achieved success in the company. Therefore, it is assumed that each new person has the potential to move to high level positions. Training and career development is then geared to help the employees rise through the corporate ranks.

Responsibility for training and development is placed upon operating managers. The professional training staff serves as resource people to teach managers how to train, and they act as consultants to managers with special problems.

Career development evolves about the careful selection of a sequence of job assignments which expand the skills, knowledge and abilities of the employees and many transfers are made to provide this type of experience.

Sharon Steel Corporation

Sharon Steel Corporation has had a career development program, called Career Advisory Program in effect since January 1977. The program is open to any and all employees who are interested.

The purpose of the program is to optimize career development and opportunities for employees. Career planning and development is seen as the responsibility of the employee with the company acting as a facilitator. It is the employees responsibility to assess his career ambitions and to prepare himself for career mobility within the corporate job structure. The company has to

(1) Forecast manpower requirements

(2) Define and classify job opportunities

(3) Develop training and development activities

(4) Design and implement procedures for administration of the program

(5) Implement a career counselor and career advisor program for employees.

Employees interested in career counseling may discuss areas of interest with a company career advisor on a regular and ongoing basis--the advisor helps the employee to identify career interests, review opportunities within the company and clarify capabilities. Follow-up sessions may be scheduled with resource people to help explore specific areas of career interest. Feedback and referrals to the Division Personnel Representative may be made at the employee's request. Training and retraining for self development may be undertaken. Plans are to follow-up on career plans to see if goals are attained.

The goal of the Career Advisory Program is to "encourage and facilitate employee development, not to guarantee it."

Counseling is done by lay counselors under the supervision of the Personnel Department. Counselors have been given some training in interviewing skills and are seen as serving as sources of information for individuals. The counselors' responsibility is jointly shared by all supervisors and managers.

The program at Sharon Steel is tied in with Manpower Planning. The employees skills and abilities are analyzed through self-appraisal, company performance appraisal, and the company manpower planning analysis.

Sharon Steel has an automated skills inventory but does not have a job posting system.

Smith-Kline Corporation

Smith-Kline offers an in-house Career/Life Planning workshop. It is a one-day program open to all employees.

There is also a Secretarial Development Program that offers modules on Career/Life Planning and "Opportunities for Women In the Organization."

Plans are being made for an in-house job fair so that interested employees may explore various jobs within the corporation. People holding these jobs would provide specific information as to job functions, training and requirements.

Southern Railway System

Career Planning is tied in with organizational and manpower planning in that it is part of replacement planning. A small number (less than 10%) of those people included in the replacement plan are selected for a career planning process. The career planning process involves identification of developmental needs, a conference between employee, department head and staff psychologist and the formulation of a plan for accelerated development.

The Performance Appraisal System requires a plan for performance improvement over the next year. The plan focuses attention on outstanding performances and requests "A Forecast of Advancement Potential" for those employees.

Job openings are filled from within wherever possible. An internal search is made for qualified candidates and the hiring manager is provided a list of qualified candidates.

Employees are usually recommended by their supervisor for a specific promotional opening--but an employee may nominate himself or may be nominated by other officers. Before an individual is approved for promotion or transfer, an evaluation report is prepared on the basis of tests and an interview. This provides information about an individual's capacities which is compared to the job requirements.

Travelers Insurance Company

Travelers Insurance Company has had an organized Career Development Planning program in effect for 13 years. It is open to exempt employees who are selected by their department as outstanding candidates for potential career growth.

The skills of the participants are analyzed by self evaluation, psychological tests and feedback from peers, supervisors, subordinates and family.

Career planning conferences are held for eight day sessions. The conferences focus on self awareness, career strategies and development of individual action plans. A follow up on the attainment of goals is made six months after the workshop.

Counseling is done by outside faculty members who run the workshops. Although counseling is mainly career oriented, it does not exclude other issues the employee wishes to raise.

Travelers has a job posting system but does not have a skills inventory.

Union Carbide Corporation

Union Carbide has several divisions. The information that follows refers to career development programs offered by the Chemicals and Plastics Division.

(1) College Information Day

This program is geared to nonexempt personnel. Its purpose is to provide academic information and counseling for the older employee and for employees who have not graduated from high school. Representatives are available from colleges within the New York area, panel discussions are held and questions answered. Follow-up academic counseling is provided.

(2) Career Review Process

This process is used for exempt personnel and for new employees. Several career review options are available. The accountable manager and the employee to be reviewed decide which of the following review options would be appropriate. They are as follows:

(a) Manager reviews the employee with his boss only

(b) Manager reviews the employee with his boss and other selected managers on a one-to-one basis

(c) Manager reviews the employee with a mini panel (3-4 members)

(d) Manager reviews the employee with a standard panel (6-7 members)

If a panel is convened the manager chairing the Review Board prepares a covering letter to the Board summarizing the employee's background,

critical points for discussion and particular questions. The employee is not present at the Review Board's meeting but there is feedback to the employee with notes or action plans and a date for a follow-up interview to check progress. The employee confirms in writing to the manager that feedback and action plans are accepted. The Review Board may include representatives of areas in which the employee is interested in working. This is not a performance appraisal system but is designed for career development.

(3) Career Planning Workshops

These workshops are held for nonexempt employees to assist them in identifying their skills, interests and values and to provide opportunities to match skills, interests and values with realistic job opportunities. Employees are directed to resources to develop skills needed for a job to which he or she may aspire.

The workshop is for support personnel and is compulsory for those selected. Individual counseling may follow the workshop if current job development is desired.

(4) Supervisors' Workshops

These workshops are geared to improve supervisors' interpersonal skills such as the ability to listen, question and develop trust. They are helped through coaching and counseling to be able to provide a supportive listening environment for their employees.

(5) Skills Inventory

This is used for manpower planning to determine training needs. The inventory is completed by employees and managers but is not really used as a data base for career development.

(6) Individual Counseling

It is available upon the request of an employee, or supervisor as a follow-up to other programs. It is not a formal individualized counseling program.

(7) Career Pathing Plans

This program is in the process of development. Career ladders will be drawn up indicating the skills and behaviors needed for a specific job. The purpose is not to raise expectations but to provide a realistic appraisal of job opportunities within the company. An employee may move to another job but not necessarily up the ladder. Realistically, an employee should be prepared to move sideways or even down if the new job would lead to increased satisfaction.

(8) Union Carbide - West Virginia Plant

This facility of Union Carbide offers counseling services to employees and their families. The staff counselors do intake interviews on problems (alcohol, drug, medical) and refer employees outside for actual counseling.

Westinghouse Electric

Westinghouse does not have a systematized career counseling program. Counseling is available but it is not overt.

A professional employee who wants to change jobs goes to the personnel department and expresses his preference for another job. Personnel "counsels" the employee on the types of jobs open and the necessary skills required. However, the individual must take the initiative and make a commitment to the route to take.

The Corporate Training Department offers learning workshops that are job or career related. Tuition refund is available for college courses related to the current or a future job.

Management awareness training is offered in workshops such as Transactional Analysis, Models for Management and Organizational Development. It is believed that managers should see themselves and understand their own goals so that they can help develop the employees who work for them.

Xerox

Career development at Xerox is a four stage process.

(1) Self Awareness Workshops

Walter Storey's Career Action Planning workbooks were used as a first step but it was found that as an introduction to Career Development there was not enough motivation for employees to get into self analysis in such depth. Previous stages were needed. Workbooks are effective with the field sales force who are not at the central locations and cannot attend workshops and Xerox has developed their own workbook for use by the sales force.

The goal of the workshops is to develop self-awareness. Testing instruments (interest and personality) and group techniques are used. The workshops initiate individual counseling. They are advertised to employees so that anyone who is interested may attend.

(2) Information Gathering

The Career Information Center is the second phase of the career development process. Each division of Xerox has a Career Information Center (although the material in each may differ.) Start-up costs are low since centralized data is already established.

Video tapes made by managers give information to help employees know their own organization. The video tape library has 3 types of tapes.

(a) Process Tapes - employees and managers see their roles in career planning.

(b) Functional Organization - Key managers discuss organizational philosophy. These tapes are not career related.

(c) Special Interest Tapes

Panel discussions by females or minorities

Politics

Job Families

The Resource Library also contains Job Charts in which jobs are arranged by general job families rather than organizational job families. This helps the employee see his job in relation to the world of jobs, not just at Xerox.

Motivational cassettes, college brochures, training catalogues, and job postings are also in the Career Information Center. It was found that the motivational cassettes were not used too often.

It was indicated that employees are reluctant to declare career interests and therefore do not use the Information Center as often as they might. It would be better if the resource center was a section of the main library.

(3) Self Analysis is the third stage of the program. Counseling is provided by Employee Relations Managers.

The employee and the counselor determine if promotion is the person's only interest; they analyze values and goals as determined by the employee; and they see if the employee's goals are realistic. The Employee Relations Manager arranges exploratory interviews with other departments for the employee to see functions of jobs and if the employee is really interested in changing jobs. Supervisors are not included in this process.

(4) Action Planning is the fourth stage in the process. The Counselor and the employee work together to develop action plans.

Xerox also has a Learning Center, which has self-study programs in various areas. Credit is given for college courses - tapes of college courses are used and college credit is given. In-house graduate degrees are also offered as well as non-credit courses.

Methods used are basically the same for all divisions. However, one division found the workbook very effective while another said the workbooks were only effective after a workshop. Motivation seemed to be the key element.

The program works well, the employee becomes interested in the process of self awareness and life planning. Although at the start, career development is equated in the employee's mind with promotion planning, once the process starts, the employees become engrossed in the process.

CHAPTER V

Conclusions, Recommendations, Implications

Conclusions

Based upon the data obtained in this study it appeared that career development is a subject of great interest and discussion but that there are few organized and centralized career development programs in effect. Those that are in existence were begun recently. It was also seen that many companies are currently in the process of developing such programs.

It must be remembered that these conclusions are based upon a small group of companies selectively chosen. However, since several of the companies were chosen for their reputation as being in the forefront of career development, it would have been expected that they would have more centralized and better developed programs, more counselors, and less reliance on career counseling by managers. This was not found to be true.

It was concluded that although the concepts of human resource development, career planning, career development and counseling are accepted and praised, there is much to be done if the goals of the organization and the individual are to be meshed and obtained.

It was also concluded that skills banks and job postings should be tied in with career development, to help employees who post for jobs and do not get them, to find employees who might be interested in posting for certain jobs, and to develop skills needed by certain employees in terms of development for manpower requirements.

Recommendations

On the basis of the information obtained in this study and the conclusions reached, the following recommendations are made:

(1) Organizations interested in developing programs of career development must understand their own goals and objectives and the needs and interests of their employees. This can be accomplished by organizational attitude surveys to determine employees feelings about the organization. Needless to say, these should be either anonymous or kept completely confidential.

(2) Organizations should link together their manpower planning with career planning, under a total plan for human resources. When organizational manpower needs are determined for a 5 or 10 year period, human resources to fill these needs should be developed.

Job ladders and career pathing plans should be established, indicating both vertical and horizontal movement. Skills, abilities and knowledges necessary for each position should be indicated. Total job analyses of all jobs within the organization would be beneficial to both the organization and the employee for long term planning.

(3) It is recommended that the term Human Resources Development be used as the umbrella for all programs related to employee needs. It encompasses a broad spectrum of programs from employee medical care to manpower planning, to management training, and covers a broad gamut of human needs not only career development but personal development, pre-retirement counseling and informational needs.

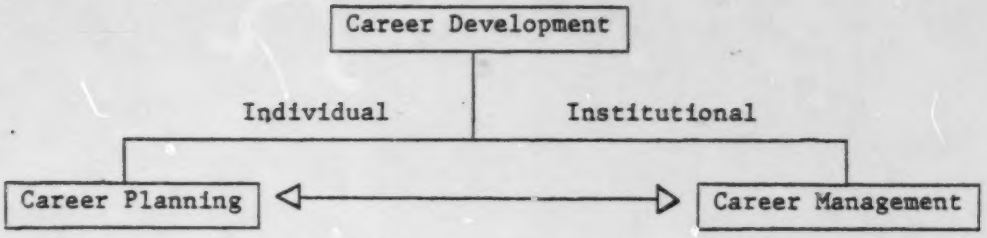
It sees training and development as only one small aspect of the total process. A total human resources development program would help individuals grow, guided by an understanding of their interests, abilities and goals, and contribute to the needs and goals of the organization at the same time.

The effects of this program would be to increase satisfaction of the employee by offering opportunities for personal growth and to increase the loyalty of the employee to his company.

(4) Institutional and individual responsibilities for career development can be seen in Thomas Gutteridge's Model as shown below.

EXHIBIT 1

A CAREER DEVELOPMENT MODEL[1]



- Occupational Choice
- Organizational Choice
- Choice of Job Assignments
- Self-development

- Recruitment and Selection
- Manpower Allocation
- Appraisal and Evaluation
- Training and Development
- Compensation and Benefits

It can be seen that career development responsibilities are both individual and institutional. According to this model, career development encompasses Career Planning (the individual's responsibility) and career management (the employer's responsibility). These two facets of career development

---

[1]This model is partially based on research conducted by Dr. James Walker in the career development field. See James W. Walker, "Individual Career Planning: Managerial Help for Subordinates," Business Horizons, 16,1, February 1973, pp. 65-72. Reprinted by permission of Thomas Gutteridge. See references p. 66.

should be integrated into a total system for employee and organizational growth. A system such as Dr. Gutteridge recommends would enable organizations to see the congruence of employee and organizational goals. As employees develop themselves to their greatest potential they have more to offer the organization and can contribute more to corporate goals.

(5) Individual career planning should stress human development with training for development of potential and self understanding as the goals. People experience changes in needs, expectations, abilities and responses at different stages of their lives. The goal of human development is to help people become aware of their needs, and their values, and to teach them to understand normal change events. If people can learn the processes of self understanding, information gathering and decision making, they will have the skills necessary to cope and adjust to life and job changes as they occur. This is more beneficial than training for a specific situation. It is important to realize how the environment changes, and to understand the variety of influences on one's life. One can reevaluate the potentials and opportunities that present themselves and set new goals for oneself.

(6) A professional counselor should be employed on the human resource staff to direct programs centering on employee development, career planning and personal planning. The counselor would work closely with personnel and manpower planning specialists but the counselor would be responsible for the human element in human resource development. There are several reasons for this most important recommendation.

(a) A professional counselor is knowledgeable in psychological motivation. The counselor is also familiar with adult development and can recognize the needs and challenges that present themselves at different life stages. Each stage of development presents new tasks and opportunities. Vocational maturity and satisfaction is not static. A counselor aware of these stages can help employees to recognize them and adjust to normal change events.

(b) A counselor can differentiate, between the expectations and goals of various groups of employees and can help plan for the differing needs accordingly. Blue collar and white collar workers, for example, have different ways of seeking information, i.e., white collar workers can be referred to libraries and will use reference sources for information; blue collar workers rely more on information obtained by oral communication, family, friends and co-workers (Knox, 1977). Differentiation must be made in counseling the disadvantaged youth--in understanding their needs for more immediate goals and rewards. Counselors recognize individual differences and can empathize with the employee.

(c) Counselors can help workers to optimize their strengths within the limits of reality, to set priorities and goals and to gain insight into themsevles and their organization.

(d) Counselors are trained to understand the human needs, while industrial relations people see the organizational needs. They each play an important role and should work together in a comprehensive human resources development program.

(e) The study seemed to indicate that at present, most career development is the manager's responsibility. Counselors could train managers in important aspects of human relations. Counselors could also train peers to help in peer counseling. The counselor would be available in those situations where employees can not or do not wish to go to their managers. The trust and confidentiality of a relationship with a counselor may not be available if a manager does the counseling.

(f) A counselor on staff would be available for consultation to those who needed him. Outside consultants come into an organization, present a workshop and leave. An on staff counselor would always be available for consultation and follow-up.

(g) The counselor would plan, organize, and run workshops, would be available for consultations and advisement and could help individuals where necessary.

(7) A Resource Library should be created to help employees to do their own information gathering in areas of particular interest to them. Information is the foundation upon which career development is based. Self information and occupational information is essential for effective decision-making.

A Human Resources Development Library should contain the following types of information.

(a) Descriptive information (about history, descriptions of the divisions of the company and the work performed in each, and descriptions of various activities within the organization.

(b) Job Descriptions Manual

(c) List of career ladders and skills needed

(d) Personnel Policies Manual

(e) College catalogues

(f) Adult education brochures from area school districts

(g) Special program bulletins (YMCA, adult schools, etc.)

(h) Catalogues of courses offered for training within the organization

(i) Self-development books

1. Career development
2. Personal development
3. Job enrichment
4. Decision-making

(j) Resource materials for personal help

1. Community agencies directory
2. Legal aid information
3. Financial aid information

(k) Pre-retirement information

(l) Books on skills improvement (topics could range from Management by Objectives to such skills as basic accounting).

(8) A central information and referral network should be established. The employee would have a specific place or person to whom to go for information on any topic from career planning to legal referrals. Examples of this type of information service include Citicorp's Staff Advisory Services or Kennecott Copper's IMPACT.

Implications

There are several implications of coordinated human resources development programs.

In undertaking a commitment to human resource development, organizations must take care that employees' expectations for promotions and raises are not raised unrealistically. The human resources development program can help employees realistically assess themselves, and their organization, and mesh the goals of the two. However, it must not be seen as guaranteeing promotions or raises--this could lead to more dissatisfaction with rising expectations and the frustration of too few opportunities. Follow-up studies of career development workshops have shown that many employees realize they are satisfied where they are, only a few find they wish to leave the company. For those who wish to leave, the attitude is that it is better for them to find out and make other plans than to stay and be unhappy. The results indicate that the remaining employees are more satisfied and happier.

Another implication that must be understood is the responsibility of the managers for the development of their subordinates. Managers need training to understand their role in employee development. Employees need responsibility, some autonomy in determining how the work is to be done, and support and encouragement by their managers. This is true at all levels. Managers need extensive training, not just a one or two day workshop to understand their role. Perhaps, a factor to be considered in managers' performance appraisals is how well they perform their employee development role.

If managers are to have this responsibility for their employees, career development programs should start at the top and management self-awareness and career development should be planned first. This would help the manager with self-awareness and help to remove the threat of his people leaving his department (necessitating training of new people) and the threat of his employees surpassing him.

The dichotomy between industrial psychology and counseling psychology must be recognized and eliminated. Human Resource development programs require the merger of industrial psychology and counseling psychology for the benefit of the individual and the employer.

Individual needs and organizational needs can be compatible. An effective organization has been defined as one that maximizes task and people functions simultaneously.

The focus today is on the totality of human potential, the total life satisfaction of the individual over his life span. The purpose of human resources development is to assist employees to utilize their talents most effectively in and on the job and at the same time to help them derive a substantial measure of self-esteem out of the job.

The goal is to help people become all they are capable of becoming (Maslow, 1970). As employees grow in personal effectiveness so does the organization.

REFERENCES

Academy of Management. Proceedings of the Symposium on Organizational Career Development: State of the Practice, Kansas City, August 1976.

Blumen, J. L., & Leavitt, H. Vicarious and direct achievement patterns in adulthood. Counseling Psychologist, 1976, 6(1), 26-32.

Borow, H. (Ed.) Career Guidance for a New Age. Boston: Houghton Mifflin, 1973.

Cohen, B. The need for a central adult educational and vocational advisement center in Mercer County. An unpublished research report. Trenton, N.J., Rider College, 1975.

Entine, A. D. Mid-career counseling process. Industrial Gerontology, 1976, 105-111.

Executive Study Conference. Developability Workshop, Chicago, May 1977.

Farmer, M. L. (Ed.) Counseling Services for Adults in Higher Education. Metuchen, N.J.: Scarecrow Press, 1971.

Fowler, E. Careers, turning down the best paying job offers. New York Times, Wednesday, October 26, 1977.

Goble, F. The Third Force. New York: Pocket Books, 1973.

Gutteridge, T. Some theoretical prospectives on career development. Paper given at Annual Academy of Management Meeting, Kansas City, Missouri, 1976.

Hall, D. T. Careers In Organizations. Pacific Palisades, Calif.: Goodyear Publishing Co., 1976.

Hanson, M., & Allen, L. Career planning for adults at Lawrence Livermore Laboratory. Training and Development Journal, 1976, 30(3), 12-15.

Herman, S., & Korenich, M. Authentic management: A Gestault Approach to Organizations and Their Development. Reading, Mass.: Addison Wesley, 1977.

Hochschild, S. F., & Johnston, J. G. Post-secondary Education Access Study, Part II: Vermont Adult Aspiration Study, Second Interim Report. U.S. Educational Resources Information Center, January 1974. (ERIC Document Reproduction Service No. ED089 822.)

Knox, A. B. Adult Development and Learning. San Francisco: Jossey Bass, 1977.

Koehn, S. More than one way to teach fishing, another way to look at career planning programs. Personnel and Guidance Journal, 1975, 55(10), 608-611.

Kunze, K. R. Business and industry look out for their own. Personnel and Guidance Journal, 1975, 52(3), 145-149.

Lehr, L. W. The role of training at 3M Company. Training and Development Journal, 1976, 30(3), 16-19.

Levinson, D. J., Darrow, C. M., Klein, E. B., Levinson, M. H., & McKee, B. Periods in the adult development of men: ages 18 to 45. Counseling Psychologist, 1976, 6(1), 21-25.

Lusterman, S. Education In Industry. New York: The Conference Board, 1977.

Marshall, P. Peer counseling. Personnel Administrator, November 1976.

Maslow, A. H. Toward a Psychology of Being (2nd ed.). New York: Van Nostrand Reinhold, 1968.

Maslow, A. H. Motivation and Personality (2nd ed.). New York: Harper & Row, 1970.

Mayer, A. J., & Ruby, M. One firm's family. Newsweek, November 21, 1977. Pp. 82-87.

Miller, D. B. How to improve the performance and productivity of the knowledge worker. Organizational Dynamics, Winter 1977, 61-69.

Nathan, R. S. The scheme that's killing the rat-race blues. New York Magazine, July 18, 1977. Pp. 36-38.

Neugarten, B. L. Adaptation and the Life Cycle. Counseling Psychologist, 1976, 6(1), 16-22.

New England Board of Higher Education and the Center for the Study of Liberal Education for Adults. Proceedings of the Conference on the Training of Counselors of Adults, Chatham, Mass., May 1965.

Nollen, S., & Martin, V. Flexitime. New York Times, Wednesday, November 9, 1977.

Quinn, R., Staines, G., & McCullough, M. Job satisfaction: Is there a trend? U. S. Department of Labor, Manpower Research Monograph #30. Washington, D.C.: Government Printing Office, 1974.

Schlossberg, N. K. Programs for adults. American Personnel and Guidance Journal, 1975, 75(5), 681-685.

Schlossberg, N. K. The case for counseling adults. Counseling Psychologist, 1976, 6(1), 33-36.

Shertzer, B., & Stone, S. C. Fundamentals of Guidance. Boston: Houghton Mifflin, 1971.

Souerwine, A. H. Career strategies planning for personal achievement. Management Review, May 1977, 24-28.

Super, D. E. The Psychology of Careers. New York: Harper and Company, 1957.

Super, D. E., Starishersky, R., Matlin, N., & Jordon, J. P. Career Development: Self Concept Theory. New York: College Entrance Examination Board, 1963.

Tarnowieski, D. The Changing Success Ethic. New York: American Management Association, 1973.

Taylor, H. N. Job posting update. Personnel Administrator, January 1977, 45-46.

Tiedman, D. V., & O'Hara, R. P. Choice and Adjustment. New York: College Entrance Examination Board, 1963.

Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974.

Waters, E., Fink, S., Goodman, J., & Parker, G. Strategies for training adult counselors. Counseling Psychologist, 1976, 6(1), 61-66.

Yankelovich, D. Turbulence in the working world, angry workers, happy grads. Psychology Today, December 1974. Pp. 83-87.

APPENDICES

APPENDIX A

OTHER PROGRAMS OF INTEREST

Other Programs of Interest

Following are brief descriptions of some programs that might interest the reader. Since they are not considered "Career Development" they were not included in the findings.

Kennecott Copper Company

INSIGHT Program

This is a 24 hour--seven day a week telephone service, that is available to employees and their families. They may dial INSIGHT and receive information, counseling, or referrals on any type of personal problem. Information is confidential and callers may remain anonymous.

Problems of alcoholism, drug addiction, legal matters or job problems can be discussed with complete confidence. A follow-up system is maintained and evidence shows the high value of the program to the employees, the employer and the community.

Mountain Bell

Mountain Bell has internal counselors available to counsel employees with problems. Referrals are made to outside sources for extensive or in-depth counseling.

New York Telephone

New York Telephone has a counseling service that provides general information that employees might need. Information is provided on such subjects as child care facilities, legal aid or medical referrals.

Career Planning for Recruitment

Atlantic Richfield Oil Company uses a Career Planning Workbook as a recruiting tool. A Career Planning Workbook is included as part of a brochure describing job opportunities at Atlantic Richfield. It is given to college seniors as part of a recruitment program.

The Workbook helps the student assess his accomplishments and skills to lead him towards career awareness. Exercises are completed to help the student assess his previous experiences and to formulate a Career Action Plan and set goals to implement the plan. The workbook ends with job charts and ladders and requirements for careers at Atlantic Richfield.

Flexitime

Flexitime is a system of flexible working hours, which originated in Germany for the purpose of alieviating the problem of rush hour traffic. Employees are given a choice of their working hours, provided a certain number of hours are worked each day.

Flexitime usually requires a "core" period in which everyone is required to work. The remaining working hours are at the employee's option. A study by Stanley Nollen and Virginia Martin indicated that when Flexitime was offered, 85% of employees changed their schedules with 65% of them starting earlier than usual.

Flexitime requires planning and trust to work effectively and is more applicable to office workers than to factory workers on shifts. It is currently used by 6% of the work force in Germany and in the United States it is used by Metropolitan Life, Bristol-Myers, Equitable Life, Mutual of New York, Hewlett Packard, Bell & Howell and Control Data among others.

Research seems to indicate that employees seem happier and more productive under Flexitime than before it was initiated.

Outplacement

Outplacement is an attempt to help a person who has been fired, keep his self-esteem and find another job. Outplacement counseling stimulates self-appraisal and explores new alternatives for growth.

Several companies are involved in outplacement counseling such as Citicorp (previously described) Exxon, Kennecott, General Electric, Mutual of New York and Alcan Corporation.

Outplacement services begin with firing the employee, and usually ends with the placement of the employee in a new job. Company facilities are provided to help the employee obtain a new job, including continuation of salary and secretarial help. An assessment program, is undertaken which helps identify strengths and weaknesses, and counseling and career planning are offered. Career seeking skills, such as resume writing and interviewing are taught. The important factor in outplacement is to help a terminated employee rebuild confidence and self-esteem while working through his anger.

Some companies provide counseling to managers who have to do the actual firing. They are helped to overcome their feelings about firing the employee and informed as to timing of the event (never at the end of the day or before a weekend).

Outplacement serves both the employee's needs and the company's since the employee leaves feeling better about himself and the company. The good image of both is retained.

APPENDIX B

LIST OF CORPORATIONS RECEIVING THE QUESTIONNAIRE

List of Corporations Receiving the Questionnaire

Aetna Life and Casualty Company
American Can Company
Atlantic Richfield Oil Company
Babcock & Wilcox
CBS Inc.
Chemical New York Corporation
Doubleday & Company, Inc.
Eastman Kodak Corporation
Fidelity Bank
First Pennsylvania Bank
General Motors Corporation
Hallmark Cards Inc.
Heublein Inc.
IBM
John Hancock Mutual Life Insurance Company
Johnson & Johnson - Baby Products
Lone Star Industries Inc.
McGraw Hill Inc.
Merrill, Lynch, Pierce, Fenner & Smith
Montgomery Ward
Mountain Bell
Port Authority of New York & New Jersey
Proctor & Gamble Manufacturing Company
Prudential Property & Casualty Insurance Company
Sharon Steel Corporation
Travelers Insurance Company
Weyerhauser Corporation

APPENDIX C

COPY OF COVERING LETTER SENT WITH QUESTIONNAIRE

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08540

609-921-9000
CABLE-EDUCTESTSVC
•
CENTER FOR OCCUPATIONAL
AND PROFESSIONAL ASSESSMENT

November 1, 1977

At present, career development is a subject of great interest in many corporations. I am conducting a survey of Career Development Programs in Business and Industry and am compiling information on the types of programs used by different organizations.

It would be very helpful if you or someone in your organization could take a few minutes of time to complete the enclosed questionnaire about the type of programs offered to your employees. A business-reply envelope is enclosed for your convenience in returning the questionnaire.

Thank you for your cooperation. Your assistance is appreciated.

Sincerely,

Barbara S. Cohen
Associate Examiner

BSC/bc
Enclosures

APPENDIX D

QUESTIONNAIRE

Company Name_____City_____State_____Zip_____

Type of business_____

Name and Position of person completing form_____

Number of Employees: Exempt_____Nonexempt_____

Does your company have a formal Career Development Planning Program? ___Yes ___No

If yes, please answer the following questions:

1. What areas are covered? ___Exempt ___Nonexempt
2. How long has program been in operation? ___ 1 Year ___ 2 Years ___ 3 Years ___ Years
3. How are participants selected? _____
4. How are the skills, abilities and interests of the participants analyzed?
5. Do you have group career development workshops? ___Yes ___No
   If yes--in what areas? (i.e., self-awareness, pre-retirement)
6. Do you develop an individual personal career program for each participant in the program? ___Yes ___No If yes, how is this developed?
7. Do you periodically follow-up on each employee's career plan to assess problems and progress? ___Yes ___No
   If yes, how? _____
   If no, why not?_____
8. Do you have a Job-Posting System? ___Yes ___No
9. Do you have a Skills Inventory? ___Yes ___No

10. Is this career development program a ___separate program or a part of
___Training or ___Personnel? Explain function

_____

_____

11. Who implements the program?
___ Supervisor ___Career Counselor ___Department Managers
___ Others If others, who? _____

12. Who does the counseling?_____

_____

13. Does the Counselor do any other types of counseling in addition to career counseling?

_____

_____

14. Who is the key person to contact regarding this program in your company?
Name _____ Title _____

_____
Address (if not the same as on first page)

Remarks: _____

RETURN TO: BARBARA S. COHEN, EDUCATIONAL TESTING SERVICE, PRINCETON, NJ 08540